

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer will discuss several theories related to the topic of this thesis, that is, Code alternation. The writer will also quote some theories of several experts in code alternation such as Poplack, Hymes, Romaune, Hoffman etc. still related to the topic , the writer will also give some review about some factors that affecting the teachers in drill code alternation in the language classroom.

This chapter will begin with definition of code alternation, types of code alternation, function of code alternation, some factors in the use of code alternation.

A. Definition of Code-alternation

According to Ellis, interest in the language in the classroom has grown steadily and as been motivated by the recognition that successful outcomes may depend on the language used by the teacher and the type of interactions occurring in the classroom, whether it is a subject lesson or a language lesson

¹. Ellis also highlights the importance of using the TL for both language related and classroom management functions. He argues that²: In the EFL classroom, however, teachers sometimes prefer to use the pupils L1 to

¹ R. Ellis, *Understanding Second Language Acquisition*. (Oxford: Oxford University Press, 1985), 143.

² Ibid., 120.

explain and organize a task and to manage behaviour in the belief that this will facilitate the medium-centred [language-related] goals of the lesson. In so doing, however, they deprive the learners of valuable input in the L2.

To get clear understanding of code alternation, the researcher starts this review of related literature by explaining some definition of code alternation is it involves the alternate use of two languages of languages linguistics varieties within the same utterances draw to differing extents on items which come from than one languages and which are combined in differences ways. On other hand, Gall as reports in Wardhaugh defines code alternation based on the purpose of code alternation by saying that code alternation is conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their right and obligations.

Certainly, the study of language alternation has been fruitful over the past several decades. Based on Chaer and agustina code alternation has become a common term for alternate use of two or more languages, varieties of languages, or even speech style³. This would appear to be an extreamly rare phenomenon. A code alternate may be related to a particular participant or addressees. Code alternation can be related to and indicative of group membership in particular types of bilingual speech communities, such that the regularities of the alternating use of two or more languages within one conversation may vary to a considerable degree between speech communities.

³ Chaer & Agustina , *Sociolinguistik perkenalan Awal*. (Jakarta: Rineka Cipta, 2004),2.

in original research stated code-alternation is defined as the alternation of two languages within a single discourse, sentence, or constituent.

Code alternation is potentially the most creative aspect of bilingual speech. Longman said that it is a change by a speaker from one language or language variety to another one⁴. Code alternation can take place in a conversation when one speaker uses one language answer in different language. A person may start speaking one language and then change to another one in the middle of their speech, or sometimes even in the middle of a sentence. Romaine asserted that code switching is utterances draw to differing extents on items⁵. Hoffman adds that the feature of bilingual speech as interference, code mixing and code switching are normal phenomenon because bilinguals often find it easier to discuss a particular topic in one language rather than another⁶.

Hoffman emphasizes the difference between code switching in the sense that code switching in the sense that code mixing takes place within sentence and usually involves single lexical items while code switching is a language change occurring across phrase or sentence boundaries⁷.

From the description of code alternation by some sociolinguistics above it can be concluded that code alternation is a linguistics term denoting the concurrent use of more than one language or languages variety in conversation. Code alternation is sometimes used to refer to relatively stable informal mixture of two languages, such as English or Indonesian, or to

⁴ J.C. Richard., et. al., *Longman Dictionary of Applied Linguistics*. (England:Longman, 1992), 58.

⁵ S. Romaine, *Language in Society: an Introduction to Sociolinguistics*. (Oxford : Oxford University Press, 1994), 55.

⁶ C. Hoffman, *An Introduction to Bilingualism*. (England: Longman, 1991), 109.

⁷ C. Hoffman. *An Introduction to Bilingualism*,134.

dialect or style-shifting they move from formal to less formal setting or around it.

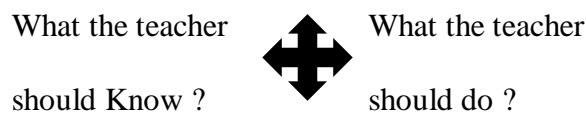
B. Definition of Student

In British English, a student is usually someone who is studying or training at a university or college. In American English, anyone who studies at a school, college, or university can be referred to as a student. People studying at a school are also sometimes called students in British English.⁸ A person who is studying at a university or other place of higher education. as modifier Denoting someone who is studying in order to enter a particular profession. A person who takes an interest in a particular subject. A student or pupil is a learner or someone who attends an educational institution. In Britain, those attending university are termed students. In the United States, and more recently also in Britain, the term student is applied to both categories: school and university students. In its widest use, student is used for anyone who is learning, including mid-career adults who are taking vocational education or returning to university. When speaking about learning outside an institution, student is also used to refer to someone who is learning a topic or who is a student of a certain topic or person. In the widest sense of the word, a student is anyone seeking to learn or to grow by experience, such as a student of the School of Hard Knocks.

⁸ Collins, “Student”, <http://www.thefreedictionary.com>, accessed on August 01st, 2017.

C. Definition of Teacher

A teacher is a person who teaches, usually as a job at a school or similar institution. Instructor (tuition from an approved driving instructor), coach (He has joined the team as a coach), tutor (He surprised his tutors by failing the exam). There are people who teach English language successfully without professional training, succeeding by virtue or by natural teaching qualities. Ideally the professional English language teacher should have not only the required personal qualities but also training. We can express this as follows:



Hard work will nearly always bring success, especially if a teacher persistently exerts himself to make his pupils do the work. Though the textbook provides much material and guidance text, vocabulary, grammar and exercises- yet this material is language in print, no the language that expresses a living mind. The teacher has to transform those silent, inactive printed symbols into living speech. The help which a teacher needs cannot, of course, be supplied merely by a book, because it is essential for the teacher himself to use his initiative and to exert his own energies. We can conclude pointing out that the professional English language teacher needs for his language lessons:

1. A knowledge of the best and most effective methods to use.
2. An understanding of the purpose and aim of each method he uses.
3. Confidence and skill in his handling of them.

D. Definition of English as Foreign Language (EFL)

On Collins Dictionary, English as a Foreign Language (EFL) was the practice and theory of learning and teaching English for use in countries where it is not an official medium⁹. The study of English by nonnative speakers living in a non-English-speaking environment. It means that English as taught to people whose main language is not English and who live in a country where English is not the official or main language. It refers to teaching and learning of English in a setting in which English is neither widely used for communication among the nation, nor is it used as the medium of instruction. Designed for students whose first language is not English, EFL courses offer an integrated whole-language approach to the English language through intensive reading, writing, speaking, and listening. EFL classes satisfy the General Education requirement for breadth and enable students to improve their facility with the English language, giving them an opportunity to perform more effectively in content area classes.

E. Functions of Code-alternation

1. The Functions of Teachers' Code-alternation

In addition to the function of code alternation named as topic alternate, the phenomenon also carries affective functions that serve for expression of emotions. In this respect, code alternation is used by the teacher in order to build solidarity and intimate relations with the students. In this sense, one may speak off the contribution of code alternation for creating a supportive

⁹ Collins, “English as a foreign language”, <https://www.collinsdictionary.com>, accessed on August 02nd, 2017.

language environment in the classroom. This is not always a conscious process on the part of the teacher. However, one may also infer the same thing for the natural occurrence of code alternation as one can not take into guarantee its conscious application.

Another explanation for the functionality of code alternation in classroom settings is its repetitive function. In this case, the teacher uses code switching in order to transfer the necessary knowledge for the students for clarity. Following the instruction in target language, the teacher code alternates to native language in order to clarify meaning, and in this way stresses importance on the foreign language content for efficient comprehension.

2. The Functions of Students' Code-alternation

As it is the case for teachers' code alternation, the students also are not always aware of the reasons for code alternation as well as its functions and outcomes. Although they may unconsciously perform code alternation, it clearly serves some functions either beneficial or not. Eldridge names these functions as: equivalence, floor-holding, reiteration, and conflict control.¹⁰

a. Equivalence

The first function of student code alternate is equivalence. In this case, the student makes use of the native equivalent of a certain lexical item in target language and therefore code alternats to his/her native tongue. This process may be correlated with the deficiency in linguistic

¹⁰ J. Eldridge, "Code Switching in a Turkish Secondary School", *ELTJ*, 50 (1996), 305-307.

competence of target language, which makes the student use the native lexical item when they have not the competence for using the target language explanation for a particular lexical item. So “equivalence” functions as a defensive mechanism for students as it gives the student the opportunity to continue communication by bridging the gaps resulting from foreign language incompetence.

b. Floor-holding

The next function to be introduced is floor-holding. During a conversation in the target language, the students fill the stopgap with native language use. It may be suggested that this is a mechanism used by the students in order to avoid gaps in communication, which may result from the lack of fluency in target language. The learners performing code alternation for floor holding generally have the same problem: they can not recall the appropriate target language structure or lexicon. It may be claimed that this type of language alternation may have negative effects on learning a foreign language; since it may result in loss of fluency in long term.

c. Reiteration

The third consideration in students’ code alternation is reiteration, which is pointed by Eldridge as: “messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood”¹¹. In this case, the message in target language

¹¹ Ibid., 306.

is repeated by the student in native tongue through which the learner tries to give the meaning by making use of a repetition technique. The reason for this specific language alternation case may be two-folds: first, he/she may not have transferred the meaning exactly in target language. Second, the student may think that it is more appropriate to code switch in order to indicate the teacher that the content is clearly understood by him/her.

d. Conflict control

The last function of students' code alternation to be introduced here is conflict control. For the potentially conflictive language use of a student (meaning that the student tends to avoid a misunderstanding or tends to utter words indirectly for specific purposes), the code alternation is a strategy to transfer the intended meaning. The underlying reasons for the tendency to use this type of code alternation may vary according to students' needs, intentions or purposes. Additionally, the lack of some culturally equivalent lexis among the native language and target language--which may lead to violation of the transference of intended meaning--may result in code alternation for conflict control; therefore possible misunderstanding are avoided.

F. Factors on the use of Code-alternation

There are several factors that make English language class code-alternate. Becker divides them in three different dimensions: structural

linguistic factors, internal psycholinguistic factors, and external social factors¹².

1. The structural linguistic factors imply a cooperation of two distinct grammars, general syntactic constraints and language structural conflicts. According to Zentella structural linguistic factors are anchored in the structure of the languages and in the individual's knowledge of the languages¹³. This means that the speakers are able to keep the grammatical integrity of the two languages at the same time. This fact is supported by Becker in her study where she found that Spanish/English learners were subject to some syntactic constraints in which the Spanish and the English grammars could interact to generate syntactic realizations that do not violate the grammatical structure of either language¹⁴.
2. The internal psycholinguistic factors are subdivided into two types:
 - a. *unconscious factors*, which include a momentary inclination, frequency of exposure, and cultural untranslatability.
 - b. *conscious factors*, which comprise basically an intention for emphasis and/or contrast, mode or topic shift, controlling the addressee, personalization and/or objectification.
3. The third factor is of an external and social nature and they include the participants, setting, and topic of the conversation.

¹² C. Becker, "The Development of Bilingualism", in *Foundation of Bilingualism*, ed. Baker. (UK: Multilingual matters, 2001), 126.

¹³ A. Zentella, *Growing Up Bilingual* (Boston: Blackwell pub., 1997), 30.

¹⁴ C. Becker, *The Development of Bilingualism*., 147.

Wardhaugh discusses the factors that determine the choice of codes in any given situation¹⁵. According to him, factors such as solidarity, accommodation to listeners, choice of topic and perceived social and cultural distance may exercise an influence on the choice of a particular code. Haugen states that alternation may occur as a response to some kind of triggering such as change in the topic, a new addressee or a new domain that demands one language rather than another or the internal needs of the speaker himself/herself¹⁶.

In the other study, Becker mentions that the use of code-alternation for Korean/English learners “appeared to be an additional resource to achieve personal linguistic goals: to accommodate other participants’ language competencies and preferences, for example, or to organize personal conversational tasks such as turn-taking, emphasis marking and clarification”. Moreover, Becker found that Spanish/ English students gained lexicon proficiency when they code-switched due to lack of vocabulary knowledge; this improvement happens when someone tells the student the meaning of the word code-switched in the other language.¹⁷

Moore’s study about code-alternation and learning in the classroom emphasizes the importance of code- alternation as a marked choice that carries extra- social meaning depending on the norms of the conversation. Moore sees code-alternation as an accommodation strategy that students use to satisfy their main needs. The use of code-alternation is subject to the

¹⁵ R. Wardhaugh, *An Introduction to Sociolinguistics.*, 2006, 554.

¹⁶ E. Haugen, *The Ecology of Language* (California: Stanford University Press, 1972),231.

¹⁷ C. Becker, *The Development of Bilingualism.*, 103.

topic, the speakers and the situation (formal or informal). For this reason, classroom code alternation has a lot of benefits for second language learners, as it provides a natural short-cut to content and knowledge acquisition. Moore mentions that code-alternation can be related to the learners' learning styles. For this reason, bilingual speakers' code-alternation is based on background, identity, social motivation and preferences.¹⁸

G. Perception on Code-alternation

Perception includes all those processes by which an individual receives information about his environment seeing, hearing, feeling, tasting and smelling. The study of these perpetual processes shows that their functioning is affected by three classes of variables the objects or events being perceived, the environment in which perception occurs and the individual doing the perceiving.¹⁹ Perception refers to the interpretation of sensory data. In other words, sensation involves detecting the presence of a stimulus whereas perception involves understanding what the stimulus means. For example, when we see something, the visual stimulus is the light energy reflected from the external world and the eye becomes the sensor. This visual image of the external thing becomes perception when it is interpreted in the visual cortex of the brain. Thus, visual perception refers to interpreting the image of the external world

¹⁸ D. Moore, "Code-switching and learning in the classroom", *International Journal of Bilingual Education and Bilingualism*, 5 (2002), 279-293.

¹⁹ Betty Kirkpatrick, *Chassell Student English Dictionary*, (England, 1993), 597-598.

projected on the retina of the eye and constructing a model of the three dimensional world.

From the above explanation it becomes clear that perception is something more than sensation. It correlates, integrates and comprehends diverse sensations and information from many organs of the body by means of which a person identifies things and objects, the sensations refer to.

Perception is determined by both physiological and psychological characteristics of the human being whereas sensation is conceived with only the physiological features. Thus, perception is not just what one sees with the eyes it is a much more complex process by which an individual selectively absorbs or assimilates the stimuli in the environment, cognitively organizes the perceived information in a specific fashion and then interprets the information to make an assessment about what is going on in one's environment. Perception is a subjective process, therefore, different people may perceive the same environment differently based on what particular aspects of the situation they choose to selectively absorb, how they organize this information and the manner in which they interpret it to obtain a grasp of the situation.

From the understanding above, So that meant with perception on code-alternation be correlates, integrates and comprehends diverse sensations and information from many organs of the body by means of which a person identifies things and objects to the code-alternation's

phenomenon. Therefore, everyone will have different perception, moreover, be contrary to other people perception in an object observed. Nevertheless, their different perception will complete and enrich the views of an object observed.

Within the world of languages use, code-alternation has often been perceived as being of lower status, a strategy used by weak language performers to compensate for language deficiency. This view of code-alternation and bilingual talk in general is more normatively based than research-based as pointed by Lin who added that such a view conveys little more than the speaker or writer's normative claims about what counts as standard or legitimate language.²⁰

An extensive body of literature studies reported that code alternation in classrooms not only just normal but useful tool of learning. Cook referred to code alternation in the classroom as a natural response in a bilingual situation.²¹ Furthermore, in the same study, Cook considered the ability to go from one language to another is highly desirable among learners. Moreover, in eliciting teachers reflections to their classroom teachings, Probyn noticed that most notable strategy that teachers used was code alternation to achieve a number of communicative and metalinguistic

²⁰ A. M. Lin, "Bilingualism or linguistic segregation? Symbolic domination, resistance and code switching in Honk Kong schools", *Linguistics and Education*, 8 (1996), 49 -84.

²¹ V. Cook, *Second Language Learning and Language Teaching*, (London: 2001), 463-471.

ends.²² Cook's studies were mainly in the second language classroom context. Rollnick and Rutherford's study of science classrooms found the use of learners' main languages to be a powerful means for learners to explore their ideas. They argue that without the use of code alternation, some students' alternate conceptions would remain unexposed. The recognition to alternate codes goes beyond alternation between languages; it also recognizes the value of using the vernacular which believes to allow students to draw on useful sense-making resources.

Researchers see using code alternation in the classroom as a "legitimate strategy"²³ and no matter how it might be disruptive during a conversation to the listener, it still provide an opportunity for language development.²⁴ However, historically, strong stigmatic beliefs about code switching existed in many countries, which made Ferguson to conclude that ideological and conceptual sources of suspicion all often attached to classroom code-alternation, suggesting that deep rooted attitudes may not be easy to change.²⁵

There are copies of research studies arguing that the strategy of code-alternation can be a useful tool in assisting English language teaching and learning process. Code-alternation helps the senders transfer the

²² M. Probyn, "Teachers' Voices: Teachers' reflection on learning and teaching through the medium of English as an additional language in South Africa" *International Journal of Bilingual and Bilingualism*, 4 (2001), 15-23.

²³ V. Cook, *Second Language Learning and Language Teaching.*, 105.

²⁴ R. Skiba, *Code switching as countenance of language interference.*, 3.

²⁵ G. Ferguson, "classroom code switching in post-colonial context", *Africa and Applied Linguistics. S. M. Makoni, U. Amsterdam, John Benjamins*, 16 (2003), 38 -51.

information to the receivers effectively like Skiba said²⁶. Thus, code-alternation has positive effect on learning processes. On the other hand, Ellis said who are specialized in second language acquisition stated that although the exposure to the target language can help learners to achieve success, this exposure may not always work effectively in every context.²⁷ There are still lots of factors affecting the learning success. Based on above arguments, code-alternation could be a strategy used by teachers to help learners. Various positive functions of code-alternation, such as explaining new vocabulary, grammar, new concepts and relaxing learners would improve the learners' comprehensible input during the learning process.

From Weing and Pei-Shi study, about code-alternation as a strategy use in an EFL classroom that was conduct in Taiwan, the findings indicated that most students have positive attitude to the teacher's code-switching use in this EFL classroom. First, students like the teacher to use L1 in their English class. Second, students think it is necessary for the teacher to use L1 in explaining complex grammar rules, complex concepts, and defining new vocabulary. Third, students indicate using L1 in class can help them understand complex concepts and reduce anxiety. On the other hand, from the teacher's perspective, it is necessary to use L1 in class but still the teacher need to pay attention to the goals of each course. L1 is effective in some courses related to some complex concepts.

²⁶ R. Skiba, "Code switching as a countenance of language interference", *TESL Journal*, 10 (1997), 8.

²⁷ R. Ellis, *The study of second language acquisition*, (Oxford: Oxford University Press, 1994), 361.

However, if the course is related to the goal of communication, such as oral practice, the teacher can try to reduce the use of L1 and then encourage students to use L2 in class even they would make some mistakes. But basically, code-alternation is still a strategy teachers can try to use to help learners. It is suggested that the strategy of code-alternation in EFL classroom is not always a deficiency in language learning, but may be considered as a kind of useful strategy in learning a language.

Jacqueline's study reveal that both students and teachers feel more comfortable engaging in code-switching in informal contexts with peers.²⁸ This indicates that the alternation of codes is a conscious habit among participant bilinguals, and only on a few occasions does it seem to occur unintentionally or unconsciously. Alternation from L2 to L1 or vice versa seems to entail a purpose; it is a conversation keeper, a tool that allows the learner to cope with the difficulty of expressing one's thoughts in a foreign language.

Finally, the use of code-alternation definitely influences language use among bilinguals who speak the same languages, sometimes for better, sometimes for worse. However, the general thought among the surveyed population is that alternations between two languages, such as Spanish and English, do not necessarily affect the speakers' performance as long as learners do not resort to it as their only learning strategy. Moore sees code-alternation as an accommodation strategy that students use to satisfy their

²⁸ Jacqueline A.R., "Code Switching in the EFL Classroom Friend or Foe", *Revista Lenguas Modernas*, 19 (2013), 375-391.

main needs²⁹. For this reason, classroom code-alternation has a lot of benefits for second language learners, as it provides a natural short-cut to content and knowledge acquisition; their bilingualism is integral to the process of accomplishing their discourse.

Code-alternation should not be encouraged by teachers, but it should not be harshly punished in initial stages of the learning process. The learners themselves will realize in time their own deficiencies and limitations, and it is through positive reinforcement that the need to alternate codes will eventually diminish or disappear altogether.

²⁹ D. Moore, *Code-switching and learning in the classroom.*, 387.